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ABSTRACT

This study, which examined the demographic and educational characteristics of students who leave school before completing the twelfth grade, aimed to identify descriptive and predictive data on the potential school dropout in the Pasco School District of Washington State. The project was conducted as an initial step toward developing a data collection system that would provide dropout profiles to help identify "at risk" students before they leave school. A sample of ninth and tenth grade dropouts was identified and information on them was collected from school records and through interviews with the subjects. Among the dropout characteristics examined were sex, race/ethnic background, academic achievement, parents' educational attainment, family size, number of schools attended, incidence of grade repetition and school suspension, participation in extracurricular activities, and reasons for leaving school. The study recommended that record keeping in the school district be made more systematic, that computerized storage of information be considered as an alternative, that additional variables be studied, and that research on programs to prevent dropping out from Pasco schools be conducted when a dropout profile is identified from the data. Appendices to the report include data collected in the pilot study, a sample of the interview format, and a sample interview guide. (MJL)

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Dropout Identification:
A Preliminary Study of the
Pasco School District

Co-Sponsored by

Washington State University/Pasco School District
Teacher Corps Project '79

and

the Pasco School District

by

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and

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May, 1981

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Acknowledgments

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Special thanks is expressed to Linda Wharton who typed the report.

Highlighted Findings

Using the SPI's definition of a dropout student, the following characteristics of ninth and tenth grade Pasco School District dropouts were identified:

*Of those identified, slightly more females than males dropped out of school.

*Half of the dropout students were Caucasian, Mexican American students represented the next largest ethnic group.

*Approximately a third of the dropout students' reading achievement was at grade level or above. Math achievement was at or above grade level for a quarter of the dropout students.

*Of those dropout students who were interviewed, approximately a third of their parents had graduated from high school.

*Slightly more than half of the dropout students who were interviewed were living with both parents.

*Of those dropout students interviewed, there was an average of five to six children per family.

*Two-thirds of the interviewed respondents had attended two or more grade schools.

*Half of the interviewed respondents had repeated grades in schools. Of these students, approximately a third had repeated the first grade.

*Half of the respondents had not participated in any extracurricular school activities.

*Of those dropout students who were interviewed, over half reported that they had not been suspended from school.

*Over half of the interviewed respondents reported that they did not work while in school.

*The most frequently stated reasons for leaving school were: preferred/needed to work; not interested in school; or disliked subjects/teachers.

*Fewer students dropped out of school in the summer between ninth and tenth grade than during the first semester of either ninth or tenth grade.

Dropout Identification:
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Introduction

The city of Pasco is located in south central Washington State. It is situated at the confluence of the Snake and Columbia Rivers. Pasco is the county seat of Franklin County and one of three adjacent cities in the metropolitan area known as the Tri-Cities. The cities of Pasco, Kennewick, and Richland have rapidly grown from a small, farm-based community of 3,000 in 1942 to a large, metropolitan area comprising over 90,000 inhabitants in 1981. Currently, over 20,000 people live within Pasco and the surrounding county properties that border on the city limits.

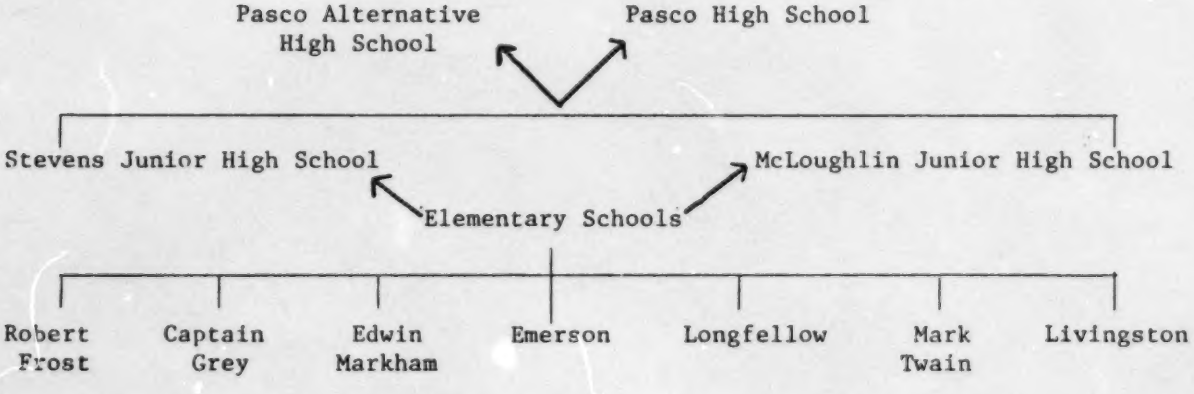
As the population has increased so quickly, problems associated with rapid growth are evident. As a community, Pasco has experienced housing shortages, traffic problems, and urban congestion. As would be expected, the schools have not been exempt from problems associated with this increased growth: crowded schools and concomitant dropout problems are evident.

Pasco is not an affluent community. As of 1979, approximately 15 percent of the popoulation's income was below the poverty level and over 30 percent of the families received public assistance. This lack of affluence holds many implications for the educational system. In response to this problem, the Pasco School District has been the site of an on-going Teacher Corps Project with Washington State University since 1975. This project was conducted in partial response to the fact that of the three cities, Pasco had the lowest median education level and the greatest number of children in families who were living below the poverty level.

Located in a predominately rural county, surrounding agricultural crops have been traditionally harvested by Mexican-American migrant families. Many of these families have settled out and have accepted nearly year-round agricultural or food processing employment in the Pasco area. A sizeable group of migrant children who travel with their parents maintain a serial pattern of enrollment in the Pasco schools.

The current enrollment in the Pasco School District is approximately 5,400 students. The District is organized by the following division of grades: elementary--kindergarten through sixth grades; junior high school--seventh through ninth grades; and high school--tenth through twelfth grades. There are seven elementary schools in the District, two junior high schools, and one large high school. The District has supported one alternative high school for over 10 years. This alternative program supports a varied group of pupils many of whom were expelled or had dropped out from Pasco High School. The following illustration will help to clarify this organizational system.

Pasco School District:
Feeder System



As the focus of the current pilot study is at the junior high school level and the high school level, the composition of the minority students will be described for Pasco High School, Stevens Junior High School, and McLoughlin Junior High School.

Pasco High School houses nearly 1,000 students in grades 10 through 12. The high school and its adjunct, Pasco Alternative High School, employ over 60 full-time certificated personnel. In the fall of 1980, the high school had a minority population of approximately 23 percent. Of the total school population, approximately nine percent are Black, 11 percent are Chicano, and the remaining two percent are Asian American. The Asian American population may be expected to increase as local church groups have consented to sponsor these families. A high dropout rate for minority students caused the percentage to decline from 24 percent minority students for sophomores to 17 percent minority students for seniors.

The two junior high schools contain a combined minority population of approximately 26 percent. Of the total school population, approximately eight percent are Black, 16 percent are Chicano, and two percent are Asian American. Again, the dropout rate for minority students reflects the diminishing proportions of minority students found in the high school. For example, there are 53 Chicano students at McLoughlin Junior High in the seventh grade, 29 in the eighth grade, and 32 in the ninth grade. This decline in the numbers of minority students may be attributed to an increasing dropout rate during the junior high school years. Until further research is conducted, no satisfactory explanation can be made to explain this trend. This need for further research is especially relevant as the composition of the minority students seems to be changing e.g., until fairly recently, there were more Black students enrolled in the junior high schools than Chicano students, but current

statistics reveal that Chicano students outnumber Black students two to one. Because of the changing dynamics of the District, there is a need to fully understand exactly who is dropping out and why.

Purpose

The purpose of this study was to examine the demographic and educational characteristics of students who leave school before the completion of the twelfth grade without transferring to another school. As a pilot study, this project was focused upon the development of a viable data collection system resulting in the identification of accurate and reliable variables that can serve to predict which Pasco School District students are likely to drop out. Based upon an analysis of district dropouts, this study constitutes the first step in the creation of a descriptive profile of the potential dropout. In the future, these "at risk" students can be identified before they leave school and a preventative program could be enacted at the school that would address the particular needs of the potential dropout.

Review of Literature

The numbers of students who leave school before graduation have been a concern of school administrators, faculty, researchers, parents, and community members. Studies have been conducted in an attempt to develop a profile of the dropout student, to determine reasons for dropping out, and to develop preventative programs. However, these studies have presented varying results and an often confusing picture of the school dropout situation.

Personal variables of dropouts were analyzed by Urdal et al. (1963) in the Spokane School District. Comparisons were made between dropouts and persistors who have been matched on variables of sex, socioeconomic status, and intellectual ability. Predictive characteristics were identified as number of days absent, number of hours worked per week, number of younger

siblings, and attitudes towards school. Specific characteristics were also identified at the fourth, eighth, and twelfth grade levels.

In a study of dropouts conducted by the National School Public Relations Association in 1972, predictive characteristics were identified as an inability to read at grade level, frequent absenteeism, lack of participation in extra curricular activities, and a rebellious attitude towards teachers.

Various studies have identified additional indicators such as length of time in district, disciplinary record, occupations of parents, who the student lives with, achievement levels, and self-concept (Poudre, Colo., 1968-69; Fifield, 1963).

When reasons for dropping out of school have been investigated, several patterns tend to surface. A study of Mexican American and Black student dropouts (Baker and Jensen, 1978) identified three major reasons for leaving school: disinterest/dislike of school; preference/need to work; health/pregnancy/marriage.

In a study at Shelton, Washington High School (1979-80), researchers found that some students dropped out of school in order to work, to get out of bad family situations, and because of various crises such as pregnancy, abuse, a divorce by parents, or alcohol and drug abuse.

Twenty-five percent of the respondents in an Oregon study of dropouts cited problems associated with their own misconduct or related matters as a reason for leaving school. Nineteen percent stated dislike of teachers and 11 percent wanted an alternative to the traditional program (Oregon Department of Education, 1980).

Alternative programs have been developed in a number of school districts in an attempt to prevent students from dropping out. Two examples of this type of program are Project CADRE in Seattle and Project STAY in St. Louis which began in the early 1970's and were funded under ESEA Title VIII.

Project CADRE students in grades K-4 who were identified as "high risk" participated in an Education Motivation Center. Absenteeism was reduced by 42 percent and achievement was improved by little more than one grade level. The objective of Project STAY was to return students to a regular classroom setting successfully. Small groups of students received individualized counseling and instruction prior to re-entering the classroom.

One of the major problems encountered in studying the students who leave school is defining the term "dropout." Various researchers have excluded from the dropout group those students who are expelled from school, become pregnant, leave for health reasons, etc.

To address this problem, in 1980 the Office of the Superintendent of Public Instruction defined a dropout student in the following manner. This definition is presently being used throughout the State of Washington and in this study.

> "A dropout is a student who leaves school for any reason, except death, before graduation or completion of a program of studies and without transferring to another school. An individual is considered a dropout whether his dropping out occurs during or between regular school terms."

Therefore, this dropout count is a year round dropout count rather than a nine month count.

Students who left school for any of the following reasons are to be included in this dropout definition:

1. Employment.
2. Marriage.
3. Physically or mentally unable to attend.
4. Pregnancy.
5. Temporarily unavailable for schooling.
6. Supervision by a public agency.
7. Enlistment in Armed Forces.
8. Moved with whereabouts unknown or unable to locate pupil. Include "no shows." "No shows" are those students who completed the school year in June, but did not enroll and attend the following September.
9. Suspension or expulsion with pupil not returning during the period being reported.
10. Left school for other reason, but did not enroll and attend the following September.

This definition does not include students as dropouts who left school for any of the following reasons:

1. Enrollment in another public school district or private school.
2. Deceased.
3. Commitment to Department of Institutions.
4. Completion of General Education Development Certification (GED).
5. Suspension or expulsion with pupil returning during the period being reported.
6. Left school for other reason, but did enroll and attend the following September.

Background

In June of 1980, Mr. Ray Reynolds, Vice Principal at Pasco High School and Project Manager for the Washington State University/Pasco School District Teacher Corps Project, contacted Dr. Robert Harder, the co-director of the Teacher Corps Project at Washington State University, and expressed his concern about the relatively little understood dropout problem within the Pasco School District. Reynolds suspected that a significant number of students may be leaving school prematurely, and that the summer break between junior high school (9th grade) and senior high school (10th grade) was the time in which most students were dropping out.

Prior to contacting the Washington State University Teacher Corps Project, Mr. Reynolds had been in contact with Mr. Robert Valiant, the Assistant Superintendent for Kennewick School District, and Mr. Al Vandenberg, the Assistant Superintendent for the Richland School District as all three administrators had reason to suspect that the dropout problem within each district was substantial and needed further research. As a result of these preliminary meetings, the Wa hington State University/Pasco School District Teacher Corps Project and the Pasco School District co-sponsored an initial investigation of the Pasco School District dropout. Dr. John Mattson, Director of Special Projects for the Pasco School District, served as the district liaison and committed his resources to the project. Mr. Don Matson,

the Teacher Corps Team Leader at Pasco High School, agreed to coordinate on-site data gathering procedures.

Methodology/Procedures

During the summer of 1980, an extensive review of national dropout prevention programs was undertaken by the Washington State University research team. Successful projects were identified and key investigators were contacted when possible. Several validated Title IV-C projects within Washington State were located and project directors were reached. As a result, a number of data collection formats, interview schedules, and rosters were found that could function as prototypes for the Pasco School District dropout study.

As most comprehensive dropout programs that were surveyed required a computer-based tracking system to detect early warning signs, and because the Pasco School District has not yet obtained the sophisticated equipment, the decision was made to pilot test a modified roster system using a selected group of known dropouts. In addition, the decision was made to locate and interview all area dropouts so that additional variables could be investigated. Included in this personal interview would be questions designed to elicit reasons why the student left school.

Research personnel from Washington State University located a pool of variables that had served to accurately predict dropouts in other studies. Subsequent meetings between Washington State University personnel, Dr. Mattson and Mr. Matson served to refine the list of potential indicators so that a viable list of demographic and educational characteristics could be created. It was decided that data for this preliminary study could be collected using a selected group of pupils, rather than drawing students from across all grade levels for the entire year. Because this was a pilot study, problems encountered with the data collection procedures and the interviewing would

serve to guide future investigators and would help to locate immediate areas of concern that might need special attention e.g. record keeping and tracking of pupils.

A roster format was developed that incorporated the pool of identified variables and various school officials began to collect data on the students (n=51) who had been identified as dropping out during the first semester of ninth and tenth grade or during the summer prior to tenth grade. (See Appendix A.) Addresses were obtained for those dropouts still living in the Pasco area.

For those students who were in the Pasco area (n=22), an interview questionnaire was devised to further investigate demographic characteristics. In addition, reasons for dropping out would be solicited by the interviewer. (See Appendix B.)

Teacher Corps personnel then adapted an interview guide for use by the home visitor and intern interviewers. (See Appendix C.) A training session was conducted at Pasco High School and it was determined that home visitors would be matched by racial/ethnic background with the dropouts and the interns would interview the remainder of students. Interviews were conducted in the homes of students during the month of March, 1981.

The completed questionnaires and rosters were mailed to the Teacher Corps researchers, along with an additional list of 30 names of dropout students who had been identified by personnel at the Pasco Alternative High School. The information was then tabulated and analyzed. It should be noted that some of the 81 students who dropped out may have returned to school since the roster list was compiled.

Limitations of Study

Because of the complexity of problems encountered in any study of dropout students, the following limitations exist in the present study.

The study is limited in scope as only ninth and tenth grade dropouts were identified. Due to incomplete school records, it was difficult to get the names of the students who had dropped out, to collect information for every variable, and to locate the students for interviewing. Only 50 percent of the identified students on the initial roster were known to still be in the Pasco area. Because of the inconsistency of records, there were a number of dropouts who were not identified at the beginning of scheduled interviews.

There were inconsistencies among the methods used by the interviewers, therefore some interviewers were able to elicit more complete information. The researchers also had to rely upon the self-report of the dropouts which may not have been valid in some cases.

The SPI definition of a dropout student is state mandated and is just beginning to be used by school districts. This transition from one definition to a new one has caused some confusion which has also resulted in incompleteness of records.

Results: Roster Data

Personal Characteristics of Roster Students (n=81)

Sex, age, ethnic background of dropouts during first semester of 9th and 10th grade and summer between 9th and 10th grade.

	Response Category	% 9th Grade	% 10th Grade	% Summer
1. Sex	Male	46	49	33
	Female	54	49	50
	Unknown	0	2	17
2. Age	13	4	0	0
	14	21	0	0
	15	25	24	0
	16	8	18	17
	17	0	12	0
	18	4	4	0
	19	0	2	0
	20	0	0	0
	21 or over	0	2	0
	Unknown	38	37	84
3. Ethnic Background	Mexican American	42	27	50
	Asian American	4	2	0
	Black	0	8	0
	Indian American	4	2	0
	Caucasian	50	49	0
	Unknown	0	12	50

Family Characteristics of Roster Students (n=81)

	Response Category	% 9th Grade	% 10th Grade	% Summer
1. Eligibility for free/ reduced fee school lunch	Yes	13	2	0
	No	87	98	100
2. Dominant home language	English	21	20	83
	Non-English	12	0	17
	Unknown	67	80	0

Educational Characteristics of Roster Students (n=81)

1. CTBS reading achievement level for previous year*	Below grade level	29	24	0
	At grade level	21	25	0
	Above grade level	13	10	0
	Unknown	46	41	100
2. CTBS or CAT mathematics achievement level for previous year*	Below grade level	25	29	0
	At grade level	17	25	0
	Above grade level	12	2	0
	Unknown	46	43	100

*For the purposes of this study, dropouts were classified as being "At grade level" if they scored either one year below grade level, at grade level, or one year above grade level. This band was established as Grade Equivalent Scores can be somewhat inaccurate, and testing dates for some pupils were scattered throughout the previous year.

	Response Category	% 9th Grade	% 10th Grade	% Summer
3. Grade Ratio: percentage of failed classes during the previous year for students taking one to six classes	0-10%	4	2	0
	11-25%	0	6	17
	26-50%	0	0	17
	51-75%	0	2	0
	76-all classes	0	2	17
4. Grade Ratio: percentage of failed classes during the previous year for students taking more than six classes	0-10%	8	4	0
	11-25%	0	8	0
	26-50%	8	6	0
	51-75%	13	0	0
	76-all classes	0	4	0
5. Attendance: percentage of absences during previous year as based upon days enrolled	0-20%	12	2	0
	21-30%	12	4	0
	31-40%	4	0	0
	41-50%	4	0	17
	51-60%	4	2	0
	61-70%	0	2	17
	over 70% absent	0	4	0
	Unknown	63	86	66

Results: Interview Data

Personal Characteristics of Students Interviewed (n=22)

Sex, age, ethnic background, health, and marital status of dropouts.

	Response Category	% Total*
1. Sex	Male	55
	Female	45
2. Age	15	27
	16	36
	17	18
	18	14
3. Ethnic Background	Black	9
	Caucasian	41
	Mexican American	50
4. Marital Status	Single	86
	Married	9
5. Do you have any medical problems?	Yes	17
	No	73

Family Characteristics of Students Interviewed (n=22)

1. What is your father's occupation?

Pipefitter	Meatcutter	Unemployed
Trimmer	Caser	Disabled
Truckdriver	Teacher	
Salesman	Yardman-BN	
Laborer	Business Owner	

* The difference between sum of percents and 100 percent is due to non-response, response of do not know, and multiple responses.

	Response Category	% Total*
2. Circle the highest grade in school your father completed.	0	9
	1	
	2	14
	3	9
	4	5
	5	
	6	5
	7	5
	8	5
	9	
	10	
	11	
	12	32
	DK	14
3. If your father completed 12th grade, did he receive further education?	Yes	57
	No	43
4. If yes, what kind of further education did he receive?	Vocational technical training	50
	Two or less years of college	0
	Finished college	50

*The difference between sum of percents and 100 percent is due to non-response, response of do not know, and multiple responses.

	Response Category	% Total*
5. Does your mother have a job outside the home?	No	36
	Yes, full-time	55
	Yes, part-time	9

6. If yes, what is her occupation?

Computer Operator	Meat Cutter
Self-employed	Trimmer
Secretary	Casemaker
Packager	Laborer

7. Circle the highest grade in school your mother completed.		
	0	5
	1	5
	2	14
	3	9
	4	5
	5	9
	6	
	7	
	8	
	9	
	10	
	11	5
	12	32
	DK	14

*The difference between sum of percents and 100 percent is due to non-reponse, response of do not know, and multiple responses.

	Response Category	% Total*
8. If your mother completed 12th grade, did she receive further education?	Yes	71
	No	29
9. If yes, what kind of further education did she receive?	Vocational technical training	60
	Two or less years of college	40
	Do not know	0
10. Who are you living with now?	Mother and Father	55
	Mother	18
	Aunt and Uncle	5
	Husband	5
	Wife	5
	Brother	5
	Self	5
11. How many brothers and sisters do you have that are older than you?	0	18
	1	18
	2	23
	3	14
	4	9
	5	9
	6	
	7	5
	8	

*The difference between sum of percents and 100 percent is due to non-response, response of do not know, and multiple responses.

	Response Category	% Total*
11. How many brothers and sisters do you have that are older than you? (cont.)	9	
	10	5
12. How many brothers and sisters do you have that are younger than you?	0	27
	1	23
	2	5
	3	5
	4	5
	5	9
	6	14
	7	9
	8	5

Educational Characteristics of Students Interviewed (n=22)

1. How many grade schools did you attend?	1	36
	2	23
	3	14
	4	18
	5	5
	6	
	7	
	8	5
	NA	

*The difference between sum of percents and 100 percent is due to non-response, response of do not know, and multiple responses.

	Response Category	% Total*
2. How many junior high schools did you attend?	1	73
	2	18
	NA	5
3. How many high schools did you attend?	1	32
	2	9
	3	5
	NA	45
4. Have you repeated any grades in school?	Yes	50
	No	41
5. If yes, circle the grades repeated.	1	36
	3	9
	8	9
	9	9
6. When you were in school, which of the following activities did you participate in?**	Band or chorus	18
	Speech or drama	9
	Clubs/committees	5
	Sports/athletic teams	23
	Other	14
	None	50

**Some students participated in more than one activity.

*The difference between sum of percents and 100 percent is due to non-response, response of do not know, and multiple responses.

	Response Category	% Total*
7. When you were in school, were you in any special type of program?	Yes	36
	No	59
8. If yes, what type of program was it?	Reading	38
	Special Education	13
	Bilingual Program	50
9. Did you ever have to see the vice-principal or principal for discipline problems?	Yes	50
	No	50
10. If yes, how many times?	1-3 times	56
	4-6 times	11
	7-9 times	0
	More than 9 times	22
	Do not know	33
11. Were you ever suspended from school?	Yes	36
	No	59
12. If yes, how many times?	1	13
	2	50
	More than twice	13
	Do Not Know	24

*The difference between sum of percents and 100 percent is due to non-response, response of do not know, and multiple responses.

	Response Category	% Total*
13. When you were in school how many hours a week did you work?	None	59
	0-4 hours	5
	5-8 hours	9
	9-12 hours	5
	13-16 hours	5
	17-20 hours	5
	Over 20 hours	9
14. How many summers have you earned money by working?	None	27
	1	14
	2	27
	3	5
	4 or more	23
15. What are you doing now?	Working full-time	55
	Working part-time	5
	Unemployed, seeking work	23
	Unemployed, not seeking work	14
	In school part-time	5

16. What is your job?

Trimmer	Planter	Casemaker
Cook	Family Business	Grounds Work
Janitor	Hostess	
Field Worker	Trucker	
Potato Inspector	Aide	

*The difference between sum of percents and 100 percent is due to non-response, response of do not know, and multiple responses.

		Response Category	% Total*
17.	If you dropped out of high school, would you finish high school now if a means were available to you?	Yes	59
		No	32
		Depends on means	5
18.	Why did you quit school?**	Preferred work to school	36
	**Some students stated that they quit school for more than one reason.	Not interested in school	27
		School was too hard	5
		Disliked teacher/s	9
		Disliked subject/s	23
		Could learn more outside of school	5
		Needed money to help at home	18
		Needed or wanted spending money	18
		Ill health	9
		Expelled	9
		Marriage	9
		Pregnancy	5
		Do not know	9

*The difference between sum of percents and 100 percent is due to non-response, response of do not know, and multiple responses.

Recommendations

1. Record keeping within the school district must be more complete and consistent. To avoid the loss of records, the transfer of records from building to building should be systematized differently. Computerized storage of student information could be a feasible alternative.

2. A person should be designated to continually update and centralize records of potential dropouts at all grade levels. This could be a clerical position.

3. A comparison study of persistors and dropouts covering more grade levels should be conducted in order to establish a dropout profile.

4. When developing the dropout profile, variables on the roster associated with socioeconomic status of parents and student grade ratios should be operationalized so that more complete data can be obtained e.g., student grade ratios could be replaced with cumulative g.p.a. information.

5. Attitudes towards school and self-concept should be measured as a part of the profile identification.

6. The identification of high risk dropout times should be undertaken for each grade level.

7. Upon identification of a dropout profile, research of preventative programs for Pasco Schools should be conducted.

Appendix A

DROPOUT PILOT STUDY

First semester '81
Stevens and McLoughlin
Junior High Schools
Grade 9

n=24

Identification Code	Sex	Age (as of 9-1-80)	Racial/Ethnic Background	CTBS Reading Achievement Level: grade equivalent or PR during 8th grade	CTBS Mathematics Achievement Level: grade equivalent or PR during 8th grade	Check (X) for meeting free/reduced lunch qualifications	Language Dominance: enter "English" or scores on dominance test	Grade Ratio: total failed classes/number of classes taken during 8th grade	Absences: days absent/ days enrolled in 8th grade
052	M	16	Chicano				0	1/12 (8%)	22/150 (15%)
053	F	13	Caucasian	5.9	9.3			no grades	39/160 (24%)
054	M		Chicano				English		6/43 (14%)
055	F	15	Chicano			X		no grades	
056	F	14	Chicano			X	English	9/14 (64%)	105/180 (58%)
057	F		Caucasian			X		3/9 (33%)	32/106 (30%)
058	F	15	Asian	10.2	12.9		80		
059	M	16	Caucasian				English	5/11 (45%)	17/35 (49%)
060	F	14	Chicano	7.6	4.8			6/11 (55%)	
061	M	14	Caucasian	6.3	8.4		English	0/12 (0%)	31/180 (17%)
062	M		Chicano				87	0/6 (0%)	12/41 (29%)
063	M	15	Caucasian	7.4	11.5		English	8/12 (67%)	
064	F	15	Chicano						
065	M		Chicano						
066	F	18	Chicano						22/70 (31%)
067	F	15	Chicano						

DROPOUT PILOT STUDY

First semester '81
Stevens and McLoughlin
Junior High Schools
Grade 9
n=24

Identification Code	Sex	Age (as of 9-1-80)	Racial/Ethnic Background	CTBS Reading Achievement Level: grade equivalent or PR during 8th grade	CTBS Mathematics Achievement Level: grade equivalent or PR during 8th grade	Check (X) for meeting free/reduced lunch qualifications	Language Dominance: enter "English" or scores on dominance test	Grade Ratio: total failed classes/number of classes taken during 8th grade	Absences: days absent/days enrolled in 8th grade
068[3/]	F	14	Caucasian	8.5	5.5				
069[3/]	F	14	Caucasian	13.6	10.3				
070	F		Caucasian	8.1	4.8				
071	M		Caucasian	5.9	5.9				
072	M		Caucasian	9.4	7.0				
073	M		Indian Am.	5.4	5.3				
074[3/]	M	15	Caucasian	9.4	5.7				
075	F		Caucasian	11.3	7.0				
									32
31									

[3/] Now at Pasco Alternative High School.

DROPOUT PILOT STUDY

Summer Dropouts between 9th and 10th grades, 1981

n=6

Identification Code	Sex	Age (as of 9-1-80)	Racial/Ethnic Background	CTBS Reading Achievement Level: grade equivalent or PR during 8th grade	CTBS Mathematics Achievement Level: grade equivalent or PR during 8th grade	Check (X) for meeting free/reduced lunch qualifications	Language Dominance: enter "English" or scores on dominance test	Grade Ratio: total failed classes/number of classes taken during 8th grade	Absences: days absent/ days enrolled in 8th grade
076	F						English	4/5 (90%)	69/104 (66%)
077	M		Chicano				79		
078							English		
079	F	16					English		35/70 (50%)
080	M		Chicano				English	2/6 (33%)	
081	F		Chicano				English	1/5 (20%)	

DROPOUT STUDY
STUDY

First semester '81
Pasco High School:
Grade 10

n=57

Identification Code	Sex	Age (as of 9-1-80)	Racial/Ethnic Background	CTBS Reading Achievement Level: grade equivalent or PR during 9th grade	CTBS Mathematics Achievement Level: grade equivalent or PR during 9th grade	Check (X) for meeting free/reduced lunch qualifications	Language Dominance: enter "English" or scores on dominance test	Grade Ratio: total failed classes/number of classes taken during 9th grade	Absences: days absent/days enrolled in 9th grade
001	M	1/	Chicano						
002	F	17					English		
003	M								
004	F	16	Chicano	6.2	6.8			10/11 (91%)	119/180 (66%)
005	F	16	Caucasian	9.4	9.9		English	2/12 (17%)	53/171 (31%)
006	F	15	Caucasian	9.4	9.1		English	4/12 (33%)	
007	F	21	Caucasian	69%					
008	M	15					English	5/5 (100%)	41/58 (71%)
009	F	15	Caucasian	12.3	10.0			0/6 (0%)	
010	M	16					English	1/6 (17%)	
011	M	15	Chicano					2/14 (14%)	
012	F	15	Black	5.0	4.1		English	4/12 (33%)	29/180 (16%)
013	M	17							
014	F	16	Black	10%2/	8%2/			2/3 (67%)	
015	M	26	Asian					5/11 (45%)	
016	M	18	Chicano					none	

1/ All empty cells refer to missing or unavailable data.

2/ Only available data was from 8th grade.

DROPOUT STUDY
STUDY

First semester '81
Pasco High School:
Grade 10

n=57

Identification Code	Sex	Age (as of 9-1-80)	Racial/Ethnic Background	CTBS Reading Achievement Level: grade equivalent or PR during 9th grade	CTBS Mathematics Achievement Level: grade equivalent or PR during 9th grade	Check (X) for meeting free/reduced lunch qualifications	Language Dominance: enter "English" or scores on dominance test	Grade Ratio: total failed classes/number of classes taken during 9th grade	Absences: days absent/ days enrolled in 9th grade
017			Chicano					1/6 (17%)[2]	51/88 (58%)
018	F	18	Chicano						
019	M	17	Chicano					3/12 (25%)	
020	F	17	Chicano					1/6 (17%)	
021	M		Chicano						
022	F		Chicano						22/70 (31%)
023	F	15	Caucasian				English		
024	F	15	Chicano					100%[2]	64/86 (74%)
025	M	16	Chicano						
026	M	17	Chicano						
027	M	16	Caucasian						
028[3]	M		Caucasian	10.8	5.0				
029	M		Caucasian	4.1	5.9				
030[3]	M	16	Caucasian	4.1	6.3				
031	F						English		
032	F		Caucasian	8.1	9.5				

[2] Only available data was from 8th grade.

[3] Now in Pasco Alternative High School.

DROPOUT STUDY
STUDY

First semester '81
Pasco High School:
Grade 10

n=57

Identification Code	Sex	Age (as of 9-1-80)	Racial/Ethnic Background	CTBS Reading Achievement Level: grade equivalent or PR during 9th grade	CTBS Mathematics Achievement Level: grade equivalent or PR during 9th grade	Check (X) for meeting free/reduced lunch qualifications	Language Dominance: enter "English" or scores on dominance test	Grade Ratio: total failed classes/number of classes taken during 9th grade	Absences: days absent/ days enrolled in 9th grade
033[3/]	F	17	Caucasian	12.4	7.9				
034	F		Caucasian	9.4	6.5				
035	M		Caucasian	7.1	4.2				
036	F		Caucasian	13.6	8.7				
037[3/]	F	15	Caucasian	11 6	9.7				
038[3/]	F	15	Caucasian	11.6	8.3				
039	F		Caucasian	8.5	8.1				
040[3/]	M	16	Caucasian	7.1	6.5				
041	F		Black	4.5	7.0				
042	F		Caucasian	9.0	10.6				
043[3/]	F	16	Chicano	10.8	9.1				
044[3/]	M	15	Caucasian	5.0	11.6				
045	M		Caucasian	9.4	10.6				
046	M		Caucasian	9.7	5.7				
047	M		Indian Am.	5.9	6.5				
048	M		Caucasian	4.5	4.2				

[3/] Now in Pasco Alternative High School.

DROPOUT STUDY
STUDY

First semester '81
Pasco High SChool:
Grade 10

n=57

Identification Code	Sex	Age (as of 9-1-80)	Racial/Ethnic Background	CTBS Reading Achievement Level: grade equivalent or PR during 10th grade	CTBS Mathematics Achievement Level: grade equivalent or PR during 10th grade	Check (X) for meeting free/reduced lunch qualifications	Language Dominance: enter "English" or scores on dominance test	Grade Ratio: total failed classes/number of classes taken during 10th grade	Absences: days absent/days enrolled in 10th grade
049	F	15	Caucasian	7.5	6.0	X	English		
050	M	15	Caucasian	10.6	10.1		English	3/12 (25%)	
051	M	19	Black	9.1	9.1			1/12 (8%)	

Appendix B

Pasco School District

Pilot Dropout Study: Interview Format

Person to be Interviewed: _____

Identification Code: _____

1. Sex: a. ____Male b. ____Female

2. Age: _____

3. Ethnic Background: a. ____Black
   b. ____Caucasian
   c. ____Mexican-American
   d. ____Asian-American
   e. ____Native-American
   f. ____Other (Specify _____)

4. Marital Status: a. ____Single
   b. ____Married
   c. ____Separated
   d. ____Divorced
   e. ____Widowed

5. What is your father's occupation? What does he do? Be as specific as you can. _____

6. Circle the highest grade in school your father completed.

   0 1 2 3 4 5 6 7 8 9 10 11 12 Do not know

7. If your father completed 12th grade, did he receive further education?
   a. ____yes b. ____no

8. If yes, what kind of further education did he receive?

   a. ___ Vocational-technical training
   b. ___ Two or less years of college
   c. ___ Finished college
   d. ___ Graduate school/professional school after college
   e. ___ Do not know

18. How many grade schools did you attend? _____ Not Applicable ___

How many junior high schools did you attend? ____ Not Applicable ___

How many high schools did you attend? _____ Not Applicable ___

19. Have you repeated any grades in school? a. ____No b. ____Yes

If yes, circle the grades repeated: 1 2 3 4 5 6 7 8 9

20. When you were in school, which of the following activities did you participate in?

a. ____Band or Chorus

b. ____Speech or Drama

c. ____Clubs/Committees

d. ____Sports/Athletic Teams

e. ____Other(Please Specify_____

_____)

21. When you were in school, were you in any special type of program?

a. ____Yes b. ____No

If yes, what type of program was it (e.g. special education, migrant, Title I, reading, etc.)?_ _____

22, Did you ever have to see the vice-principal or principal for discipline problems? a. ____Yes b. ____No

If yes, how many times?

a. ____1 to 3 times

b. ____ 4 to 6 times

d. ____7 to 9 times

e. ____More than 9 times

f. ____Do not know

23. Were you ever suspended from school?

a. ____Yes b. ____No If yes, how many times?____ Do not know____

24. When you were in school, how many hours a week did you work?

a. ____ None

b. ____0 to 4 hours

c. ____5 to 8 hours

d. ____9 to 12 hours

e. ____13 to 16 hours

f. ____17 to 20 hours

g. ____Over 20 hours

25. How many summers have you earned money by working?

a. ____None
b. ____One
c. ____Two
d. ____Three
e. ____Four or more

26. What are you doing now?

a. ____Working full-time-What is your job?_____
b. ____Working part-time-What is your job?_____
c. ____Full-time homemaker
d. ____Unemployed, seeking work
e. ____Unemployed, not seeking work
f. ____In school full-time Specify school_____
g. ____In school part-time Specify school_____
h. ____In school and working Specify school and job: _____
i. ____Military Service
j. ____Other (Specify_____)

27. Why did you quit school?

_____

_____

_____

a. ____Preferred work to school
b. ____Not interested in school
c. ____School was too hard
d. ____Doing failing work
e. ____Disliked a teacher/s
f. ____Disliked a subject/s
g. ____Could learn more outside of school
h. ____Needed money to help at home
i. ____Needed or wanted spending money
j. ____Ill health
k. ____Friends had left school
l. ____Parents wanted me to leave scho
m. ____Expelled
n. ____Marriage
o. ____Pregnancy
p. ____Do not know

28. If you dropped out of high school, would you finish high school now if a means were available to you?

a. ____Yes b. ____No c. ____Depends on the means

Appendix C

INTERVIEW GUIDE*

Pasco School District: Pilot Dropout Study
February 23, 1981

Introduction

Interviews have a high potential for producing data of great value. They are done to gather specific information. For information gathered by interview to be of value, each interview must be conducted in exactly the same way, and each person doing interviewing must use exactly the same procedures. Although interviews are carefully directed and controlled, there is always the possibility of misunderstanding or misinterpretation. Interviewing is, therefore, a complex and often difficult means of communication.

This document is designed to describe your task in administering an interview, to supply guidelines for making the interview process easier, and to stress the importance of clarity and consistency in interviewing.

Your Role

As an interviewer you will be charged with gathering very important information. By carefully following the instructions your efforts can be beneficial to many people.

Specifically you will have the following duties and responsibilities:

1. The interviewing of people at each specified geographical location. These locations will be assigned.

2. The collection of accurate information. Accuracy is the watchword, for this is your most important responsibility. Not only must you collect complete and accurate information from the respondent, but you must also record it accurately.

3. To correctly complete and record all information requested on the interview questionnaire.

4. Upon completion of these interviews, you are to return the questionnaires to Don Matson.

Procedures

Proper preparation is very important. The following steps should be completed before you begin the first interview.

*Adapted from Dr. Raymond J. Young's Guide for Conducting Interviews.

1. Obtain list of names and addresses of each site location.

2. Check to make sure you have all needed supplies. Some items you may need are:

   a. Clipboard to use as a writing surface
   b. Interview questionnaires
   c. Sharpened pencils and/or pen

3. Familiarize yourself with how to reach locations assigned to you. Check with someone if you are unsure.

4. Fill in appropriate items on the interview questionnaire before starting the interview.

5. Know what to do in case of a refusal.

Techniques for Conducting the Interview

1. Identify yourself at the door.

2. Tell the Respondent Whom You Represent and the Purpose of the Study

   Your manner of speaking to the prospective respondent is very important--that means not only what is said, but how it is said.

   Be simple, clear, straightforward. Use language that is easily understood. Avoid introducing a bias into the interview by giving your own opinions. Do not take sides by agreeing or disagreeing with a respondent; you are a neutral conduit of information.

   From the beginning of your contact demonstrate warmth and responsiveness. The respondent needs to feel you are genuinely interested in him/her and accept him/her as a person. Create a relaxed atmosphere. You should try to create and maintain an atmosphere in which the respondent feels completely free to express his/her feelings and viewpoints. Respondents must know that answers will not be judged but rather accepted as a true expression of his/her feelings. Your attitude, therefore, should be one of acceptance and understanding, communicating that no answer is inappropriate.

   Avoid any kind of bias or coercion. Never state your ideas, reactions, preferences or otherwise bias the interview. While maintaining a relaxed, friendly manner, you remain objective in much the same manner as a lawyer or a physician when dealing with his clients. Through his relationship with you, the respondent not only feel free to talk, but is actually stimulated to do so.

3. Answer Any of the Respondent's Questions About the Study

   Many persons will go through an interview without asking any

questions. Others will ask for information during the introduction or after the start of the interview. Whichever happens, be ready to answer the respondent's questions. Listen, and answer only what has been asked. Unasked for information may bore the respondent, be misunderstood, or could lead to a bias on the part of the respondent.

4. Assure the Respondent that Answers Will be Confidential

Tell the respondent that neither his/her answers will be identified in any way but will be used for statistical purposes only along with answers given by others.

The Interview

The introductory phase of the interview is extremely important. Respondents will often react more to the relationship with you than to the content of the questions asked. If you are an understanding person who accepts what the respondent says, chances are he/she will be more willing to answer your questions truthfully and completely. How you personnally affect the respondent can spell the difference between being invited in to conduct the interview or being refused. For this reason you should try to acheive rapport with him/her to insure that he/she enjoys the conversation with you. Some tips which may help acheive rapport are:

1. Encourage the respondent to see the survey as being important and worthwhile. Help him/her see that his/her response is needed to make the study results more meaningful. When the respondent views the interview as an opportunity to express his/her views and knows that they can have impact, he/she may be more cooperative, especially if they know they were among a highly selected group to be contacted.

2. Adapt your approach to the situation. This point cannot be overemphasized. The most successful interviewer is one who is able to size up the situation quickly on the basis of verbal or body language clues and then act accordingly. Approach each respondent as though he/she is friendly and interested. With some respondents, an interview can be obtained with only a brief explanation of the basic points; with others great detail may be required. Thus be attentive to respondent needs in this regard.

3. Use the Interview Questionnaire Provided for Conducting the Interview

The basic tool which you use in collecting information is the interview questionnaire. The information needed is based on the research objectives of the study. The questionnaire has been developed in a manner which hopefully increases the respondent's interest. The wording of the questions, the choice of words and language, logical questions order, and conversational ways of phrasing the questions are built into the schedule to help create

an atmosphere in which conversation rather than in interrogation can take place.

Equally important, and most importantly for research purposes, use of the questionnaire helps to standardize the interviews from respondent to respondent and among all interviewers. Information must be collected in a uniform manner for all respondents with absolute strict adherence to the interview instructions. Each person interviewed must be asked the same questions in exactly the same way.

The questionnaire was designed to gather certain information about how people feel about learning programs, and their educational and job aspirations. It is important that you become very familiar with every item on the questionnaire. You will ask the person each question directly rather than having the person fill it out. It is very important that you learn to make the correct choices accurately and in a standardized way.

Several tips for learning how to use the questionnaire are:

a. Learn to use the questionnaire informally. Familiarize yourself with the questions so that you don't have to concentrate on reading them when you ask each question.

b. Try not to create the impression that the respondent is being cross examined, and keep from making criticism--non-verbal or verbal. Gestures, facial expression, tone of voice, etc. can be easily misinterpreted and give the respondent the impression that you do not approve of his/her answers or that you are shocked or surprised by them.

c. Do not verbally or non-verbally demonstrate approval of the respondent's answers. Try to affect an objective attitude while being supportive of a respondent's willingness to answer questions.

d. Be thoroughly familiar with the interview questionnaire so that the progression from item to item will flow smoothly, almost conversationally.

e. Every possible response blank should be filled in by the end of the interview. Be sure of this--double check and triple check to make sure that there are no blank spaces that should not be blank when you are finished.

f. Your judgment as to the sometimes vague meaning of a response is critical. While qualifying a general impression is often difficult, it is nevertheless your task. On some of the less clearly defined items you will have to "get a feel" for the respondent's true posture, taking into account facial expression, general tone of responses, indications of uncertainty, etc. It may be necessary to probe for a response

which is scorable. Your judgment is what counts here. Avoid scoring items in terms of off-handed phrases and don't settle for overly simple responses.

g. Asking questions to obtain personal information is frequently the most sensitive of the interview. However, that task need not cause uneasiness on the part of the interviewer or hostility on the part of the respondent if rapport has been created and maintained during the interview.

h. You may need to re-emphasize that all data are kept confidential and no connection will be made between an individual and the summary of results. If you are matter-of-fact in approaching these items, the chances are that there will be no problems.

4. Ask the Questions Exactly as Worded in the Questionnaire

If you add words to a question or leave out part of it, it could change the intended meaning. This does not mean that the schedule should be read to the respondent, but that you are familiar enough with the items that you can deliver the exact phrasing of the questions in a manner which appears objective and logical. Do guard against accidentally omitting part of the question or adding words to it.

5. Ask Every Question Specified in the Order Presented in the Questionnaire

Do not presume that because of the way a respondent lives, looks, etc. that certain questions do not apply to him/her. The design of the questionnaire is intended to keep you from asking improper questions. Although a respondent's answer to one question may suggest what the answer will be to another question, you should not presume the answer to any question. If the respondent's earlier answer does seem to answer a later question, you should make a note under the first question, then prepare remarks to the latter question with some statement like, "You have told me something about this already, but let me ask you . . ." or "we have already touched on this, but, let me ask you . . . ." It is your responsibility to make certain that whereever possible, the respondent is exposed to each question specified on the interview questionnaire.

You should follow strictly the given question order. The question sequence has been designed for continuity and for creating a conversational atmosphere. The order has also been arranged so that early questions will not bias the respondent's answers to later questions. Furthermore, question order needs to be standardized from one interview to another and among interviewers so that interviews will be comparable.

6. Repeat and Clarify Questions Which are Misunderstood or Misinterpreted

Occasionally a respondent may misunderstand or misinterpret the meaning of a question. Repeat the question. It is possible that

a respondent needs time to think the question over. Wait and do not press for an immediate answer.

7. Record the Respondent's Answers as He/She Gives Them

Write in the respondent's reply to each question at the time it is given. Even though you do a good job conducting the interview, the study cannot succeed unless you convey accurately the information to the research staff in a complete and unbiased form. The only way to do this is by recording responses as the interview is going on.

Your writing must be legible. Regardless of how good the interview may have been, it is worthless if it cannot be read.

8. Getting a Respondent Back on Track

There are two extreme types of persons you may confront in an interview. One is the curt non-talker who gives short brief responses and to get opinions is like pulling teeth. Gentle probing and neutral reassurances are often times useful in extracting information. The other type is the person who wants to talk at length about a particular question or about something unrelated to the purpose of the survey. The task is to "pull them back" without offending and get on with the survey. Several approaches may be used. Among them are to say: "That's very interesting, but let me ask you . . ." or "As you were saying earlier . . ." or repeat the answer given to a question and ask if that was the one you understood correctly; then move on. Neutral reactions as "I see," "What do you know," "oh" and "as we were talking earlier" are found not to encourage irrelevant prolonged discourse off track. One must be polite but at the same time be in command of the interview and not let it get bogged down in someones hunger to use you as a subject for venting personal problems or lonely feelings for communication.

9. Use Probing Techniques to Stimulate Discussion and Obtain Needed Information

Probing is a technique used by interviewers to stimulate discussion and to obtain needed information. It is one of the most challenging and important aspects of the interviewer's work. The quality of the interview depends a great deal on your ability to probe meaningfully and successfully when needed. A question has been asked and an answer given. For any number of reasons, the answer may be inadequate, unclear, or irrelevant and require your getting additional information to meet survey objectives.

Obtaining specific, complete responses which satisfy the question objectives can be difficult. Some respondents have trouble putting their thoughts into words; other respondent's answers may be unclear or incomplete; other respondents may want to hide their attitudes because they feel they are unacceptable. You must deal with these

factors and use procedures which encourage and clarify the information provided by the respondent.

Probing for more information serves two major functions:

a. It motivates that respondent to communicate more fully so that he expands on what he has said, clarifies what he has said, or explains the reasons behind what he said.

b. It focuses the discussion on the specific subject matter of the interview so that irrelevant and unnecessary information can be eliminated. Probing must accomplish these objectives without introducing a bias.

For this reason you must not introduce unplanned or unwanted influences which might produce a response not intended in the survey.

Even the best questionnaire may occasionally bring a first response which is inadequate because it is only a partial answer. The response might be irrelevant, about something besides the subject of the question; unclear, meaning anyone of a number of things; or inconsistent, in conflict with other information. For example, an irrelevant answer might be:

Question 6: How much formal education did your father have?

Answer: "Well, he went to school in Spokane, I think."

The answer given is irrelevant to the question! At this point you should initiate further discussion on the topic of the question so that clear, complete, and relevant answers are obtained you might say, "Was that for elementary school or high school . . . ?" You don't openly question a respondent's answer; rather, you encourage him/her to clarify and expand upon the answer to better meet the question objectives.

Learning the objective of each question on the questionnaire (the opportunity for doing this is provided during the training session) is an important preparation step for probing. To be able to identify inadequate responses, you must fully understand the exact information being sought by the particular question.

Several different techniques may be used to obtain complete and clear responses. These techniques should be used so that they appear as a natural and casual part of normal conversation.

a. A brief assertion of understanding or interest. By saying such things as "I see," "Yes," or "That's interesting," you indicate that you have heard the response given so far, you are interested, but that you expect to hear more. These responses serve to stimulate the respondent to continue to talk.

b. An expectant pause. You simply remain silent when you think a respondent has provided some information but really has more to say. The pause, often accompanied by an expectant look or a nod of the head, allows the respondent time to gather his thoughts.

Utilizing pauses during an interview is often difficult. However, pauses are useful in encouraging people to continue to talk and you should learn how to use them. One word of caution, you must be sensitive to each individual while using this technique. Some respondents may be out of ideas, and in that case a pause will not result in further discussion. What might result is an embarrassed silence.

c. Repeating the question. When the respondent does not seem to understand the question, misinterprets it, seems unable to make up his mind, or strays from the subject, it is often useful to repeat the question just as it is written in the questionnaire. Many respondents, when hearing the question for a second time, realize what kind of answer is needed. They may not have heard the question fully the first time, or missed the question's emphasis.

d. Repeating the respondent's reply. Simply repeating what the respondent has said as soon as he has stopped talking is often an excellent probe. This should be done as you are writing so that you actually repeat what the respondent has said.

e. A neutral question or comment. Neutral questions or comments are frequently used to obtain clearer and more complete responses. The following are examples of the most commonly used probes or "key word" phrases.

"How do you mean that?"
"Could you tell me more about your think on that?"
"I'm not sure I understand what you have in mind."
"Why do you think that is so?"
"Could you tell me why you feel that way?"
"What do you think causes that?"
"Do you have any other reasons for feeling as you do?"
"Anything else?"
"Repeat question."

Such questions indicate you are interested and make a direct bid for more information. This technique takes a while for new interviewers to master, but it is a dependable and productive technique when used correctly. It requires that you recognize immediately how the respondent's answer has failed to meet the objectives of the question, and then formulate a neutral type of

question to elicit the information needed. Your manner of asking these neutral questions is important. Needless to say, a demanding tone of voice can damage rapport.

f. Asking for further clarification. In probing, it is sometimes a good technique for you to appear slightly confused by the respondent's answer, and indicate in your probe that it might be you who failed to understand. For example: "I'm not sure I know what you mean by that, could you tell me a little more?" This technique can arouse the respondent's desire to cooperate with a fellow human being, trying to do a good job. However, it should not be overplayed. The respondent should not get the feeling that you don't know when a question is properly answered, or that you can't understand the respondent's answers. This approach is also useful in dealing with what appears to be an answer that is inconsistent with previous answers. For example, you might simply say, "I'm sorry, but I'm not sure I understand. Did you mention previously . . . ?" and then briefly mention the respondent's previous reply. Probing should be neutral and held to a minimum.

10. Upon Completion of the Questioning, Terminate the Interview

When the questioning is completed terminate the interview by thanking the respondent for his time in a warm manner to encourage him/her to feel good about the time just spent for the interview. An objective is to help the respondent feeling that the interview has been worthwhile to him/her. Answer any questions related to the interview but do not linger for general conversation. Leave the dwelling.

11. Editing the Interview

Check to make sure that everything noted on the interview questionnaire is accurate.

When editing your questionnaire, remember that someone who was not present when the interview was taken will be reading it. Even if a question was asked and a complete answer was obtained, the entire response can be lost if the response was recorded inaccurately or it is unreadable. Read back through the whole questionnaire to make sure that you accurately recorded all the respondent's answers.

The best time to edit an interview is right after it is taken, for at this time the entire situation is still clear in your mind. Sometimes, it isn't possible to edit immediately, but no more than a day should pass before you complete the editing.

The following should be covered in editing the interview questionnaire.

a. Be sure your writing is legible. The best response is lost if it can't be read.

b. Write out all abbreviations or key words used by you during the interview to record responses.

c. Check everything again for accuracy.

If during the interview there were any unusual circumstances or happenings that help explain the interview such as interruptions, language difficulty, attitude of the respondent or his/her family toward you or the study, or anything that happened while terminating the interview that further explains, modifies or has a bearing on the study objectives, prepare a thumbnail sketch. Put this notation after the last question and continue on the back of the last page if needed. Be careful not to make judgments about the respondent, his/her psychological state, etc. Mention only observable things which he/she may have done, or that happened, which could bear upon answers to questions. It isn't expected that many thumbnail sketches will be needed.

Put parentheses around all comments, marginal or otherwise, which were not made by the respondent. Parentheses are used to distinguish clearly between the respondent's words and any note you make of what you said or did. If you accidentally skipped any question or intentionally skipped any because they did not apply or the respondent wouldn't give an answer, write some explanation in these blanks or in the margin. Enclose your words in parentheses.

Make sure all information called for at the top of the first page of the interview schedule is complete.

12. Give Completed and Edited Interview Questionnaire to Don Matson Promptly

Conclusion

This material has been designed to acquaint you with the nature of an interview conducted for research purposes, your role and function in this study, and potential errors to avoid in the interview. Procedures and techniques have been suggested which will aid you in your task.

It is hoped your participation will also be an educational experience in furthering your skills as an interviewer.

If you have questions, please contact:

Nancy Noth 335-2546
Barbara O'Neill 335-4163 or SCAN 426-4163